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ABSTRACT

Mandated by the Minnesota state legislature, the report summarized a study of the availability and costs of training and certification of transliterators and interpreters for elementary and secondary schools, for use with deaf and hearing-impaired students. It was found that Minnesota has three college-level interpreter preparation programs, none of which focuses on preparing interpreters for K-12 education settings. Costs are close to $7,000 in the two public college programs, with the state paying over one-half, and over $21,000 in the private college. Outreach training in the state is extremely limited. The existing preparation programs were found not to provide the professional skills needed for the target population. The state has no standards or system for assessing or certifying interpreters, but national certification is available locally. Recommendations include: appropriation of funds for interpreter program and certification enhancements; and development of an interpreter training plan for the state. Appended materials include data on the employment of interpreters and transliterators in Minnesota schools, geographic distribution of interpreters and hearing-impaired students, and regional counts of children with disabilities. (MSE)

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LEGISLATIVE REPORT

A STUDY OF THE AVAILABILITY & COSTS OF TRAINING AND CERTIFYING SCHOOL INTERPRETERS AND TRANSLITERATORS

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SUBMITTED BY THE MINNESOTA STATE BOARD OF EDUCATION
PURSUANT TO MN Laws 1994, Ch. 647, Art. 3, Sec. 22

(CERTIFICATION OF SCHOOL INTERPRETERS.)....(b) The state board of education shall conduct a study of the availability of appropriate training for school interpreters and transliterators throughout the state and the costs to the state, school districts, and their employees for training and certification. The state board shall report to the education committees of the legislature by February 1,1995.

JANUARY 1995

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EXECUTIVE SUMMARY

The 1994 legislature directed the state board of education to conduct this study of the availability and costs of training and certifying school interpreters and transliterators and report to the education committees of the legislature by February 1, 1995. The MDE Office of Special Education with the assistance of a very knowledgeable work group gathered the necessary information and data for this report.

Minnesota has three interpreter preparation programs; two are in public colleges and the other is in a private college. None of the three's primary focus is preparing interpreters for K-12 education settings. Only recently did the two public college programs transition from one year to two year programs. Two of the three are located in the Twin Cities with the smallest capacity program located in Grand Rapids. The cost of preparing an interpreter student in a public college program is either $6,528 in one and about $7,000 in the other. The student pays $4,716 in the first program and $3,864 in the other. The state pays the rest of the tuition costs. The costs of the private college program total $21,324 in student tuition. Outreach training by interpreter programs to greater Minnesota is minimal due to the limited number of qualified instructors, the cost of travel arrangements, and the logistics of geography and numbers of trainees needed to justify offering classes.

Existing interpreter preparation programs are not comprehensive. There are a variety of communication modes utilized by Deaf and hard of hearing people which in turn requires a variety of types of interpreting skills. Completion of an interpreter program does not prepare an interpreter to be proficient in all modes or types. For instance, there are no Minnesota based preparation programs for Cued Speech or Oral Transliterators. Students interested in Cued Speech Transliteration may need to travel to Washington, D.C. or distant locations to receive the necessary training required to achieve proficiency

Currently, Minnesota has no standards or system for assessing or certifying interpreters. Three national organizations provide

(OVER)

interpreter/transliterator certifications. Fees, testing, scoring, and certification exams from the RID are offered several times a year in the Twin Cities. A Minnesota host assessment team arranges local NAD assessments from time to time.

To be a skilled educational interpreter requires a unique body of knowledge, skills, and abilities. Minnesota's interpreter preparation programs do not now offer or require the pre-requisite educational courses, content, and skill training needed to adequately prepare K-12 educational interpreters. Work has been done at the national level to define the components of educational interpreter preparation programs. These recently released standards are included in the study as well as the work group's recommendations for: 1) needed funds for interpreter program and statewide skill-building enhancements, and 2) the development of an interpreter training plan when the three higher education systems merge.

There is a scarcity of qualified educational interpreters in Minnesota. A recent survey of school districts confirms many districts, regardless of size and location in the state, cannot find qualified educational interpreters, especially substitutes. There are no standards in place to assist school districts in determining whether applicants for interpreter positions are qualified. A minimum of 371 interpreters were employed by Minnesota school districts during the 1993-94 school year with widely varying skills and educational backgrounds. Section VIII and Appendix A. provide specific statewide and regional data on the numbers and location of interpreters and deaf/hard of hearing students in Minnesota. Work group members associated with the RID and the NAD indicate less than six interpreters working in the schools have RID or NAD certification. Reasons given to account for this lack of certification include the expense of certification evaluation, the inability of interpreter preparation program to fully prepare graduates to sit for certification, the difficulties of arranging for evaluation, and lack of accessible skill building and skill maintenance courses and activities.

LEGISLATIVE REPORT

A STUDY OF THE AVAILABILITY AND COSTS OF TRAINING AND CERTIFYING MINNESOTA SCHOOL INTERPRETERS AND TRANSLITERATORS

PREPARED BY: THE MINNESOTA DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION FOR THE MINNESOTA STATE BOARD OF EDUCATION

I. FOCUS OF THIS LEGISLATED STUDY
Pursuant to MN Laws 1994, Ch. 647, Art. 3, Sec. 22:

* To identify available appropriate training and the costs of training educational interpreters and transliterators in Minnesota.

* To identify certifications available to interpreters/transliterators and the costs of the certifications.

II. ESTIMATED COSTS OF PREPARING THIS REPORT, STUDY WORK GROUP AND STUDY RESOURCES

A. ESTIMATED COSTS OF PREPARING THIS REPORT:

Pursuant to Chapter 559, Section 1, the following provides estimated costs incurred in the preparation of this report.

This report required the collection of information which the MDE does not collect as a part of its normal business functions. It was necessary to gather and analyze information in order to prepare this report. Therefore, the cost of preparing this report includes estimated costs of the providers of the information.

The funding for this report was allocated from federal part B administrative funds of the Individuals with Disabilities Education Act and from state funds.

Minnesota Department of Education Costs: The following is the estimate of the cost incurred by the Minnesota Department of Education:	$4,927
Other Agency Costs: The following is an estimate of the cost incurred by these agencies: DHS-DSD, Community College System, Technical College System, MN Resource Center:D/HoH, SBoT, St. Paul Public Schools	$3,249
TOTAL ESTIMATED COST FOR PREPARING THIS REPORT:	$8,176

B. STUDY WORK GROUP:

The work group met a number of times during which it identified sources of needed data, shared and organized information and data, and made suggestions for the format, scope and sequence of the final report. This study would not have been

possible without the excellent attendance, enthusiasm, knowledge, contributions, and commitment of the work group members who voluntarily served on the study work group.

* Cued Speech Association of MN: Deirde Clements and Jennifer Ziebell
* MDHS, Deaf and Hard of Hearing Services: Jan Radatz
* MN Association of Deaf Citizens: Doug Bahl
* MN Board of Teaching: Judith Wain, Executive Secretary
* MN Commission Serving Deaf & Hard of Hearing People: Marion Hausladen & Ann Sherman
* MN Community Colleges: Greg Braxton-Brown, Chancellor
* MN Registry of Interpreters for the Deaf: Marie Elliot
* MN Resource Center: Deaf/Hard of Hearing: Mary Cashman-Bakken
* St. Paul Technical College, Interpreter Preparation Program: Ray Olson, Dean of Deaf Education Programs & Karen Scheibe, Instructor
* MDE, Office of Special Education: Carolyn Elliott and Larry Crouse
* Silent Connections: Pam Nygren

C. STUDY RESOURCES:

* Quality Assurance of Educational Interpreters (QA) = (1994 Interpreter Law)
* National Association of the Deaf (NAD)
* Cued Speech Transliterator Program (TECUnit)
* National Association of State Directors of Special Education, Inc. : "Deaf and Hard of Hearing Students Educational Service Guidelines" - 1994
* Minnesota Registry of Interpreters of the Deaf (MRID)
* St. Paul Technical College:Interpreter / Transliterator Training Program
* Itasca Community College, Grand Rapids, Mn: Sign Language Interpreter Preparation Program
* College of St. Catherine:Interpreter Training Program, St. Paul & Minneapolis
* Minnesota Resource Center:Deaf and Hard of Hearing
* MN Dept. of Human Services, Division of D/HoH Services (Regional Services Centers)
* Minnesota Commission Serving Deaf and Hard of Hearing People
* Minnesota Association of Deaf Citizens

III. COMMUNICATION MODES &INTERPRETING/TRANSLITERATING SKILLS BACKGROUND INFORMATION

Modes of communication vary from place to place and often reflect the origin of training or the philosophies of the people close to the program and or services. Those included in this study reflect the communication modes and interpreting/transliterating skills most commonly used in Minnesota schools and communities.

Communication Modes:

American Sign Language
Cued Speech
Manually Coded English
Tactile - Sign Language (Deaf/Blind)
Oral Communication
Other communication modes: Pidgin Signed English, Seeing Essential English, speechreading, Signing Exact English, etc.

Types of Interpreting/Transliterating Skills:

1. Interpret from spoken English to American Sign Language (ASL) and from ASL to spoken English.
2. Transliterate from spoken English to Manually Coded English (MCE) and from MCE to spoken English.
3. Transliterate from spoken English to Pidgin Sign English (PSE) and from PSE to spoken English.
4. Orally transliterate from spoken English to visible English and visual English to spoken English.
5. Cue from spoken English to Cued Speech and from Cued Speech to spoken English.

IV. MINNESOTA INTERPRETER/TRANSLITERATOR TRAINING PROGRAMS WITH COST INFORMATION

The state of Minnesota has two approved public college programs and one private college program to prepare interpreters/transliterators. The two public college programs tend to focus to some degree on preparing educational interpreters; the private college's focus is preparing interpreters for careers in the field of health care.

A. St. Paul Technical College (SPTC)- (General) Interpreter/ Transliterator Program

St. Paul Technical College serves the metropolitan area with a two year program leading to an Associate of Applied Science degree in interpreter/transliterator. The program graduates up to 55 interpreters each year.

Length: 2 years
Content: 110 credits (quarter)
78 credits core - St. Paul Technical College
32 credits general education - Inver Hills Community College (IHCC) or appropriate college offering general education transfer curriculum.
Number Graduates/Year: 55/yr.
Number Placed Related: 90-100%

Prerequisites: American Sign Language instruction - ASL 1 - 3 (9 credits or at least 95 hours of instruction)

American Sign Language classes are taught as credit classes at SPTC.
The curriculum is based on Level I of Signing Naturally and a video. (optional)
ASL 4-5 (6 credits or 72 hours of instruction)
The curriculum is based on Level II of Signing Naturally, 2 videos, and a sign vocabulary supplement.
Other courses :
Advanced ASL - 3 credits
Fingerspelling - 1 credit
Electives :
INTP 2808 Skill Enhancement - 2 credits
INTP 2818 Special Populations - 2 credits
INTP 1841 Transition to Practicum - 15 credits
INTP 2870 Special Topics - 1 - 10 credits

Costs: SPTC tuition - 38.50 / credit
fees - 1.00 / credit
39.50 / credit
IHCC tuition & fees - 40.25 / credit
Tuition collected: 78 credits X 39.50 = $ 3,081
32 credits X 40.25 = $ 1,288

ASL Classes = 347
Total $ 4,716
Cost to train Interpreter student: $ 1812 / student (state)
$ 4716 / student (tuition)
TOTAL $ 6528

SPTC OUTREACH SERVICES & INTERPRETER PREPARATION TRAINING

History of Outreach Training :
1988 - 1990 at Willmar T.C. (for 2 yrs. - SPTC then a one yr. program)
1990 - 1992 at Mankato T.C. (for 2 yrs. - SPTC then a one yr. program)
1992 - 1993 at Duluth T.C. (for 1 yr. - SPTC then a one yr. program)
1994 - 1995 at Riverland T.C. - Faribault Campus (1st year of a now 2 yr. program with 2nd yr. at St. Paul T. C.)

B. Itasca Community College (ICC) - (Education & Human Services Careers) Sign Language Interpreter Preparation Program - Grand Rapids

Itasca Community College serves the rural area of northeastern and north-central Minnesota with a two year plus program leading to an Associate of Applied Science degree in educational interpreting for the deaf. Under present conditions Itasca Community College graduates approximate 12 - 15 beginning level interpreters each two years.

Length : 2 yrs.
Content : 96 credits
47 credits core - Itasca Community College
33 credits general education core "
5 credits specific general education "
11 credits electives (ASL classes optional)
(included in above: general education - 6 credits of ASL I & II and electives- 12 credits 'optional' of ASL III - ASL VI.) (12 credits of internship)
Number of Graduates : 12 -15 / yr. (anticipated)
Number Placed - related : (no graduates in 1994)
(7 students in the program - 1994-95)
Prerequisites : none listed
Other courses : none listed

Costs : $ 40.25 / credit (Itasca Community College)
Tuition collected : 96 credits X $40.25 = $3864
Costs to Train Interpreter Students : $ 7,000 / yr. (approx.)

C. College of St. Catherine - (Health Careers) Interpreter Program

The College of St. Catherine is located in the metropolitan area. It offers a two year program leading to an Associate of Applied Science degree. The program graduates approximately 24 each year.

Length : 2 yr. AAS degree
Content : 71 semester credits
37 sem. credits - core*
34 sem. credits - general education
Number of Graduates : 24 / year (approximate)
Placement rate related : 90% +
Prerequisites : H.S. diploma or GED
Two letters of recommendation
ASL 1 - 6 (part of program)*
Electives : Specific-
Sign Reading class
Acting for Interpreters
Visual andd Auditory Analysis
Internship : 60 hours (Spring Sem.) or clinical
Costs to train and interpreter student : $299 / credit, $20 application fee, and $75 deposit.

37 X $299 = $11,063 (core)
34 X $299 = $10,166 (gen. ed.)

TOTAL STUDENT TUITION = $21,229 plus fees and deposit = $21,324

D. Cued Speech Transliterator Training Programs

Gallaudet Transliterator Training in Washington, DC.
A six week intensive program for six credits at $200 per credit plus room and board at Gallaudet rates.
TECUnit hopes to set up a model progam in each of ten designated regions with available grant funds. Ideally, the training programs would be two year programs at the end of which students would be ready to take the certification test. As of late 1994, however, only a six week intensive program to certify fluent Cuers had been developed.

Several parents from southern Minnesota facilitated a three day Cued Speech August workshop in Rochester. Private funds, support from the Cued Speech Association of Minnesota and a $5.00 luncheon fee paid by the teacher participants covered the costs of the sessions. Staff from the TECUnit were brought in to conduct the training. Conservatively, the cost of the workshop was at least $2,000.

E. Planned And Periodic Inservices, Workshops, And Classes Offered In Minnesota Or On Satellite Downlinks.

1 - MRID interpreter workshops and / or classes with Regional Service Centers
2 - MN Deaf culture salons.
3 - Satellite downlinks of national interpreter lectures from time to time.
4 - Saint Paul Technical College Interpreter Skills Enhancement classes.
5 - Saint Paul Technical College ASL, Deaf Culture, and Fingerspelling

classes (Extension and Summer classes).
6 - In-service for interpreters sponsored by DHS, Deaf Services Division - Regional Service Centers
7 - Workshops and classes by Normandale C.C. and St.Catherines College.
8 - Workshops sponsored through Waubonsee Community College in Illinois as a part of its federally funded Regional Interpreter grant.
9 - Cued Speech credit classes - Gallaudet University, Washington, D.C.

Costs vary depending on provider. College/University offerings usually paid for by participant.

V. NATIONAL CERTIFICATIONS AND COST INFORMATION

A. Registry of Interpreters for the Deaf (RID) Certifications - pass/fail (written and performance - $688 paid by the applicant)

Written Test	Member	Non-member
Application Fee	$ 30	$ 30
Test [part I & part II]	100	130
Re-take [part I or part II]	50 each	65 each
Transliteration-Applic. Fee	30	30
Performance (CT) Test	180	234
Interpretation-Applic. Fee	30	30
Performance (CI)	180	234
Certified Deaf Interpreter-Provisional (CDI-P) Fee		$30
RID Membership		$85

RID Certification Maintenance Program (CMP) & Costs:
Certified members do not have to re-take the certification exams, provided the certified interpreter maintains certification through CMP. Certified interpreters must take 90 clock hours of training within a three year period, covering five different categories, to maintain their certif-ation. It is necessary to re-take all tests when certification is not maintained. Annual CMP fee is $15, annual RID membership is $85.

The College of St. Catherine is an official RID test site and offers written and performance exams several times a year in the Twin Cities area.

All fees, testing costs, and memberships are paid by the applicant.

B. National Association of the Deaf (NAD) Certification - (Level III (General) - $ 250).

NAD grants five levels of certificates for interpreting professionals. The certificate recommended for educational interpreters is Level III. Individual candidates are screened by designated members of the state interpreter assessment team for eligibility to undergo assessment. At a designated time and place eligible candidates are interviewed by the assessment team and their answers scored. A performance assessment follows and is scored. Individual evaluator score sheets are sent by the Host to the NAD for profile analysis development and certificate processing. The

certificate of proficiency, for those who pass, indicates the candidate's skill level and is valid for life (no certification maintenance program or continuing education units are required). The candidate may apply for re-evaluation for an upgrade to a higher skill level after a six month period of time.

All assessment costs are paid by the applicant.

C. Cued Speech Transliterator Certification

National certification through the Training, Evaluation, & Certification Unit (TECUnit) located in Silver Spring, MD.
The test has been given on an annual basis. Special arrangements are needed to bring the exam to other locations at other times.
Cost of scoring the test by TECUnit: $50 per individual.
Cost to candidate for out-of-state TECUnit certification: $350 plus cost of travel, lodging, etc.
The Nationl Cued Speech Association encourages its members to also be members of RID.
The Cued Speech Transliterator State Level Assessment (CSTSLA) provides a state level test for certification. Purchase price: $2700.

Re-certification requirements range from 3 -5 years, depending on state requirements. There are no CMP or CEUs requirements.

All testing and certification costs are paid by the applicant.

D. Oral Interpreter Certification Organizations

Registry of Interpreters for the Deaf (RID)

	Members	Non-members
Application Fee:	$30	$ 40
Written Test:	$85	$140
Re-take:	$45	$ 70
Performance Test:	In process of being developed-no cost available.	

All fees, memberships and testing costs are paid by the applicant.

Alexander Graham Bell Association

The Association is in the process of developing an oral interpreter QA evaluation. It is expected to be ready soon. No cost estimates are available at this time.

VI. RECOMMENDATIONS TO INCREASE THE QUALITY AND TRAINING CAPACITY OF MINNESOTA'S INTERPRETER/TRANSLITERATOR PROGRAMS

A. Additional Courses Recommended:

An attachment to the "Model Standards for the Certification of Educational Interpreters....." referenced in B. 5 below recommends that "if the interpreter preparation program from which a degree or certification of completion was obtained did not include the following, the 21 credits or CEUs [needed for standard certification for currently working educational interpreters] should be in these areas:

1 - Introduction to Education
2 - Introduction to Special Education
3 - Introduction to Education of Deaf and Hard of Hearing Students
4 - Child Development
5 - Introduction to Educational Interpreting
6 - Paraprofessional Skills (including tutoring, media usage, instruction of sign language/deaf awareness classes, etc.)
7 - Educational Interpreting Seminar or additional skills development courses related to educational interpreting"

All currently operating Minnesota interpreter preparation programs preparing entry level educational interpreters and intending to offer coursework for currently working educational interpreters will need to review their course offerings or the availability of these courses elsewhere in light of these potential certification requirements.

B. <u>Develop a Minnesota State College/Universities (MNSCU) Interpreter Training Plan When the Three Higher Education Systems Merge with Priority Given to the Following Components:</u>

1) Specialty programs in the Twin Cities 7 or 11 county area.
2) Rotation of the first year of the two year programs in "greater" Minnesota to address rural needs in preparing qualified interpreters
3) Establish several Interpreter Enhancement Centers in population centers and or accessible to rural communities to upgrade skills and prepare for certification.
4) Offer ASL 1 - 5 courses in rural colleges to prepare for Interpreter Training Program entrance (rotation).
5) Establish strict language fluency prerequsites in both American Sign Language and spoken English for entrance into interpreter training programs.
6) Base programs on the "Model Standards for the Certification of Educational Interpreters for Deaf Students and Suggested Options for Routes to Certification" developed by the RID/CED Ad Hoc Committee on Educational Interpreters Standards in the National Association of State Directors of Special Education 1994 document entitled: *Deaf and Hard of Hearing Students, Educational Service Guidelines* - Appendix B.
7) Focus on creating training opportunities in areas of the state that have a concentration of deaf adult(s) and young deaf students/citizens------yet have access to two year colleges and or state four year universities.
8) Develop a long term plan to transition from two-year Associate of Applied Science degree interpreter training programs to four-year Bachlor of Arts degree programs.

C. <u>Enhancements Needed to Meet Greater Minnesota Training & Certification Needs and Appropriately Train All Educational Interpreters/Transliterators With Estimated Costs for Each:</u>

*1 - Qualified outreach instructors to provide skills classes for employed signers / interpreters. $110,000

2 - Development of additional education coursework described in VI. above: (7 x $1,200) $ 8,400

3 - Inservice sessions/workshops for ASL teachers to develop

standards of instruction and evaluation.	$ 16,000
*4 - Coordination of course & class offerings to provide appropriate sequencing of courses and timely offering of such.	$ 15,000
*5 - Conduct entrance evaluations of students (summer evaluation contract for instructors).	$ 5,000
6 - Program completion comprehensive skills evaluation including both theory and practice.	$ 6,000
7 - Develop entrance and exit evaluations and produce appropriate videos and test instruments (one time) or use the national tests as the exit evaluations.	$0 to $ 25,000?
*8 - MRID greater Minnesota workshops	$ 20,000
*9 - NAD & RID costs for rural certification	$ 20,000
*10 - Cued Speech 4 wk MN workshop and video cert. (or approx. $2,500 each for training at Gallaudet University)	$ 17,000
*11 - Travel expenses for instructors to rural areas	$ 11,200
TOTAL ESTIMATED FUNDING NEEDS	$250,000

* Items anticipated to need some level of ongoing funding.

VII. RESULTS OF MINNESOTA SURVEYS, OTHER STUDIES AND RELATED INFORMATION:

A. This fall the MDE Office of Special Education surveyed twenty coordinators of D/HoH programs, 104 teachers of the D/HoH, and all Directors of Special Education about the difficulty of filling interpreter vacancies for the 1993-94 school year and the current 1994-95 school year. Space was provided for comments.Forty responses were received representing all regions of the state and every size district and cooperative.

For last year, 22 surveys indicated problems hiring qualified interpreters and 16 saidno.
For this year, 21 surveys indicated problems hiring qualified interpeters and 15 said no

Of the eight Twin Cities and one large metro out-state district responses, three had problems hiring qualified interpreters last year, four this year.

Tabulation of comments from all forty surveys yielded the following:

- **14 indicated applicants were not qualified or were poorly qualified**
- **18 stated they are unable to hire substitute interpreters**
- **9 expressed need for interpreter training and skill building resources in greater Minnesota**
- **6 stated they never found an interpreter to employ..some are still looking**
- **2 said it took all summer to hire, 5 others indicated looking for between one and six months before being able to hire**

- **2 had difficulty finding skilled interpreters for secondary students**
- **3 indicated interpreters unwillingness to move out-state because metro area pay is higher; one prefers free lance work because the pay is higher**

B. Less than six interpreters in schools are now certified by either RID or NAD.

C. Existing interpreter training programs graduate few students who are prepared to pass national certification exams. Program standards and resources must be enhanced so that graduates can meet national testing standards sooner and at higher levels of proficiency.

D. Some districts require minimal training when hiring interpreters, especially when trying to hire substitute interpreters or few applicants apply.

E. Job security for interpreters is shaky in greater Minnesota because of the low incidence of this disability, especially in small rural school districts/cooperatives.

F. Assessing interpreter skills in greater Minnesota is sometimes left to the integrity of the applicant when there is little or no identified sign language fluency in the district or community.

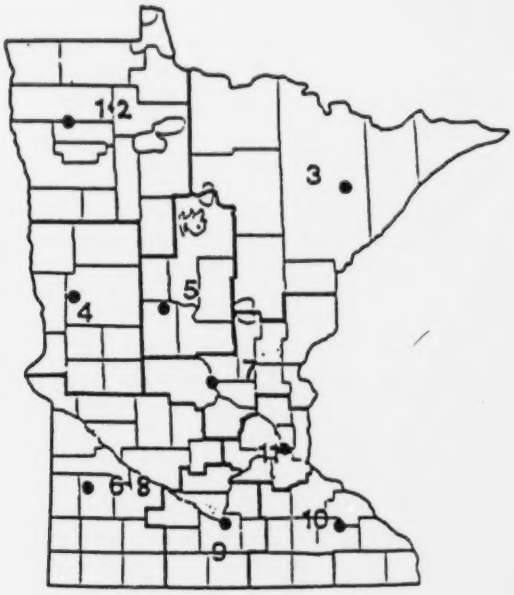
G. Low rate of pay, lack of job security, and the low incidence of students, especially in greater Minnesota, are all factors which can contribute to making it difficult to attract quality applicants for interpreter vacancies.

VIII. NUMBER OF INTERPRETERS AND D/HoH* STUDENTS - 1993-94 SCHOOL YEAR

Region	Number of Interpreters Claimed	FTE	D/HoH Child Count
1 & 2	10	7.84	45
3	33	21.19	96
4	12	5.69	59
5	9	8.74	36
6 & 8	29	16.99	82
7	31	21.80	138
9	24	7.90	65
10	43	29.99	193
11	180	77.40	892
Totals	371	197.54	1606

* D/HoH = Deaf and Hard of Hearing

APPENDIX A



LOW INCIDENCE CHILD COUNT BY REGION

Regions 1 & 2 Total Enroll: 1991=34,484
1993=35,832

49 School Districts
9 Directors of Special Ed.

Dis.	1991	1993
PI	29	30
D-HoH	34	45
B-VI	30	25
OHI	23	57
Autism	5	10
D-B	0	0
TBI	na	0
	121	167

Region 3 Total Enroll: 1991=58,334
1993=59,388

29 School Districts
7 Directors of Special Ed.

Dis.	1991	1993
PI	147	106
D-HoH	107	96
B-VI	29	21
OHI	32	98
Autism	19	34
D-B	0	0
TBI	na	0
	334	368

Region 4 Total Enroll: 1991=36,851
1993=38,702

35 School Districts
7 Directors of Special Ed.

	1991	1993
	69	72
	47	59
	15	11
	12	79
	3	5
	0	0
	na	3
	146	229

Region 5 Total Enroll: 1991=32,155
1993=34,149

28 School Districts
5 Directors of Special Ed.

PI	34	36
D-HoH	30	36
B-VI	12	10
OHI	32	72
Autism	3	9
D-B	0	0
TBI	na	5
	111	168

Region 7 Total Enroll: 1991=82,232
1993=89,683

38 School Districts
9 Directors of Special Ed.

	146	117
	118	138
	39	46
	81	262
	5	37
	0	0
	na	5
	389	605

Regions 6 & 8 Total Enroll: 1991=59,754
1993=60,269

70 School Districts
9 Directors of Special Ed

	1991	1993
PI	69	64
D-HoH	66	82
B-VI	12	15
OHI	57	117
Autism	14	18
D-B	2	6
TBI	na	25
	220	327

Region 9 Total Enroll: 1991=41,546
1993=43,407

30 School Districts
6 Directors of Special Ed.

1991	1993
48	75
69	65
6	14
29	75
4	11
0	1
na	1
156	241

Region10 Total Enroll: 1991=81,500
1993=85,512

46 School Districts
12 Directors of Special Ed.

PI	98	133
D-HoH	163	193
B-VI	36	29
OHI	60	164
Autism	6	24
D-B	3	3
TBI	na	8
	366	554

Region 11 Total Enroll: 1991=408,746
1993=426,616

48 School Districts
44 Directors of Special Ed.

693	725
783	892
169	180
315	1,040
130	286
9	12
na	27
2099	3162

STATE ENROLLMENT, SPEC. ED. LOW INC. TOTALS, & LOW INCIDENCE % DATA

Enrollment:	1991	Sp. Ed. Pupils	1993	Sp. Ed. Pupils	%-1993
Public	752,552	78,879	791,969	88,857	11.22
Non-public	83,050	1,631	81,631	1,694	2.07
Totals:	835,602	80,510	873,558	90,551	10.36

	1991	1993	%-1993
PI	1233	1358	.142
D-HoH	1417	1606	.168
B-VI	343	351	.037
OHI	641	1964	.205
Autism	189	434	.045
D-B	14	22	.002
TBI	na	86	.009

Total LI Count= 5,821
% of Enrollmt= .666
% of Disabled = 6.429

APPENDIX B

ACRONYMS AND DEFINITIONS LIST

ASL: American Sign Language

B-VI: Blind and visually impaired

CEU: Continuing Education Unit

CI: Certification of Interpretation - ability to interpret between American Sign Language and spoken English in both sign-to-voice and voice-to-sign.

CT: Certificate of Transliteration - ability to transliterate between signed English and spoken English in both sign-to-voice and voice-to-sign.

CI/CT: Certification issued by the RID indicating comprehensive ability to manually and orally interpret and transliterate.

CMP: Certification Maintenance Program

DHHSD: Deaf and Hard of Hearing Services Division (the division in the MN Department of Human Services that administers the Regional Service Centers - RSCs.)

D-B: Deaf-blind

D/HoH: Deaf and hard of hearing

HCI: Health Care Interpreter program - St. Mary's / St. Catherine's

IC: The Interpretation Certification issued by the RID indicating ability to convey a message from spoken English into appropriate ASL or more ASL like signing for interpretation. Also includes ability to interpret manually or orally from ASL to English.

ICC: Itasca Community College, Grand Rapids, MN

Interpretation: Process of conveying a message either from spoken language to ASL or from ASL to spoken language.

IRC: Interpreter Referral Center

-OVER-

MADC: Minnesota Association of Deaf Citizens

MCDHH: Minnesota Commission Serving Deaf and Hard of Hearing People

MDE: Minnesota Department of Education

MRID: Minnesota Registry of Interpreters for the Deaf

NAD: National Association of the Deaf

NCC: Normandale Community College

OC:S/V: The Oral Certification: Spoken to Visible issued by the RID.

OC:V/S: The Oral Certification: Visible to Spoken issued by the RID.

OSE: Office of Special Education

OHI: Other health impaired

PI: Physically impaired

QA: Quality Assurance (bill that was passed in the legislature this year requiring all educational interpreters in Minnesota to be nationally certified by the year 2000.)

RID: Registry of Interpreters for the Deaf

RSC: Regional Service Center for Deaf and Hard of Hearing People

TC: The Transliteration Certification issued by the RID indicating ability to convey a message from spoken English into manually coded English, and manually coded English into spoken English.

Test and examination: The actual skills test or written test taken by interpreters for interpreter certification.

TBI: Traumatic brain injury

Transliteration: The process of conveying a message from either spoken language into a manually coded language or from manually coded language into a spoken language.

WCC: Waubonsee Community College, Illinois